

CHAPTER III

RESEARCH METHOD

This chapter will elaborate the research design, research subject, and steps of data collection as well as data analysis.

3.1 Research Design

This study used the qualitative and quantitative method as the research design. These research approaches were conducted to determine the factors of anxieties that student teachers had and how they coped with their anxieties during teaching practice took place. This research focused on student teachers who experienced an internship program III. The function of quantitative design was to find out the anxieties that often arouse by student teachers. Therefore, this study attempted to find out the major anxiety in teaching practice. Further, a qualitative design was applied to address/coped with their anxieties during teaching practice.

3.2 Research Subject

The research subject in this study were 47 student teachers were taken by convenience sampling out of 180 students of English Language Education Department students who participated in Internship III at Universitas Muhammadiyah Malang. They were university students in the seventh semester and had passed some education courses namely *“Introduction to Education, Teaching Profession, Learners’ Development, Curriculum Study, Instructional Media and Sources, Language Evaluation, and Teaching Planning and Strategies”* as compulsory subjects.

Teaching internship was one part of learning or mechanism were held by the Faculty of Teacher Training and Education at Universitas Muhammadiyah Malang. Only student teachers enrolled in the seventh semester were asked to participate in this study since they were assigned to become a teacher assistant at some schools and did the lesson planning. Furthermore, with this program student teachers were expected to be able to prepare themselves as a qualified teacher. Before Internship III, the student teachers had accomplished teaching internship I and II that had different objectives. In the 1st teaching internship, they learned about the school culture so that they got familiar with the school environment. Furthermore, in the 2nd teaching internship, they were expected to be able to plan and analyze lesson plans as a provision for teaching internship III. The participants who were involved in this study were in the age of 20-24 years, consisting of 32 females and 15 males.

3.3 Data Collection

3.3.1 Technique

The data for this study were collected from close-ended and open-ended questionnaires.

3.3.2 Instrument

This study used questionnaire which was adapted from Student-Teacher Anxiety Scale (STAS) developed by Hart (1987) and modified by Morton et. al (1997), Teaching Anxiety Scale (TCHAS) and Teacher Concern Questionnaire (TCQ) arranged by Silvernail & Costello (1983). The similarity of the questions

caused the adaptation of some items in the questionnaires. The close-ended questionnaire consisted of 25 items and a four-point Likert-type scale of “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree” for each item. Furthermore, the open-ended questionnaire presented several questions that would be answered by the participants who had experienced the anxiety and the way they coped with their anxieties during teaching practice.

3.3.3 Procedure

This sub-subchapter explained how the data is being collected. To give comprehension to the reader, the following steps of collecting data through close-ended and open-ended question;

3.3.3.1 Gathering Data from Close-Ended Questionnaires

- Preparing the consent form.
- Preparing the questionnaire.
- Distributed the questionnaire through online form to the participants.
- The participants were asked to fill out the questionnaire along with their agreement.
- Collecting the questionnaire from the participants.

3.4 Data Analysis

At this stage, the researcher explained the process of examining the data. Hence, this part comprised of analyzing the students’ teacher anxiety and how they coped with their anxiety during teaching practice.

3.4.1 The Results of Close-Ended Questionnaires.

During the process of data analysis, descriptive quantitative and Pearson correlation were employed to explore the pattern of the questionnaire result. First, the data were analyzed by descriptive quantitative of the student teacher anxiety scale, as we attempted to see the most anxiety that arouses by student teachers. Descriptive quantitative, on the general acceptability the data were counted. With the computation, the total score divided by the total respondents. Anxiety Scale (evaluation, pedagogy, management, and staff relation) were the independent variable. Range of score per category showed in the table as followed;

A. Evaluation Anxiety

Strongly Agree	22-28
Agree	15-21
Disagree	8-14
Strongly Disagree	0-7

B. Management Anxiety

Strongly Agree	22-28
Agree	15-21
Disagree	8-14
Strongly Disagree	0-7

C. Pedagogical Anxiety

Strongly Agree	25-32
Agree	17-24
Disagree	9-16
Strongly Disagree	0-8

D. Staff-Relation Anxiety

Strongly Agree	10-12
Agree	7-9
Disagree	4-6
Strongly Disagree	0-3

By Pearson correlation analysis, the result indicated the significances or correlation of each anxiety (evaluation anxiety, management anxiety, pedagogical anxiety, and staff-relation anxiety). the probability value (sig. 2-tailed). if the probability (sig.2-tailed) > 0.05 then H_0 is accepted and if the probability (sig.2-tailed) < 0.05 then H_0 is rejected. With the r_{table} was 0.288, and the alpha value was 0.050. It can be concluded that if $r_{count} > r_{table}$ it means significant correlation, on the contrast if $r_{count} < r_{table}$ means that there is no significant correlation. As it was on significance value, if the significant value < 0.050 it means there was a significant correlation, on the contrast if the significant value > 0.050, means that there is no significant correlation.

3.4.2 The Result of the Students' Written Responses.

The data from the students' written responses were analyzed as qualitative data. Firstly, the researcher translated the responses into English, then identified and highlighted the answer of the students' written responses into a various number of anxieties. Then, the researcher coded the written responses to some factors of anxiety. Some parts of the English responses from the open-ended question were included in the findings of the study.

